



Annual Report 2019–2020

The future in our hands

2020's biggest event has been the outbreak of a zoonotic disease pandemic. This, along with many other “natural” disasters, underlines the urgency of halting and reversing the life-destroying destruction humans have caused to this planet, damage that has resulted in species extinction and changes to climate with all that this entails. The gravity of the situation compels all of us to take whatever actions we can to remedy the situation, in however small a way.

Baavan—bagh aap aur van was set up with objectives of furthering our knowledge of the natural world and improving our relationship with it. One of this small trust's main objectives is to “work in close association with local communities to encourage, support and promote community-based nature conservation”. Presently its long term focus is that of extending conservation beyond the Panna Tiger Reserve, by raising ecological understanding and by introducing an appreciation of the potential economic benefit forest and wildlife preservaton could bring to a wider community.

Panna Tiger Reserve is a small National Park in the central Indian state of Madhya Pradesh, surrounded by forest and farming communities. It suffers from what biologists term ‘small population syndrome’ as the area is too small to hold a long term viable population of tigers alone; it needs neighbouring connected populations to survive. For long term viability, connectivity between existing populations need to be improved but since populations are far apart, habitats suitable for smaller discrete populations are required in the more immediate neighbourhood.

The successful re-introduction of tigers to the Panna Tiger Reserve is a globally rare conservation success story. India's protected area network system, though an exclusionary approach, has worked well in protecting the forests and arresting the decline of many endangered species like the tiger, rhino etc. It is important to take full advantage of our achievements and build on these successes. When tigers range beyond the protected spaces they interact with human populations. It is in these forests that we need to create new models of conservation, which are inclusive of those communities. The first step towards achieving this is to create a tiger-friendly neighbourhood for tigers.

We believe nature education is the foundation on which a conservation structure can be built. Thus this is a priority activity for Baavan and will continue to be so for some years. We begin our entry-level conservation with welfare activities and social networking as well as economic surveys. The aim is to know the communities better, build trust with them and appropriately introduce our interest in engaging with them.

In most parts of India, participation in conservation by communities living in and around the forest areas is minimal; Baavan aspires to change that. We recognise that in the circumstances, voluntary participation is not realistic and the context needs to be changed in order to bring the village communities onto the conservation side of the fence. The conflict that is presently part of the equation needs to be minimised and if financial and other benefits are achieved from conservation, then participation can be assured. With evidence from surveys undertaken by Baavan in 2017, we feel that eco-tourism can be an effective economic driver to generate goodwill and stimulate active participation by the communities.

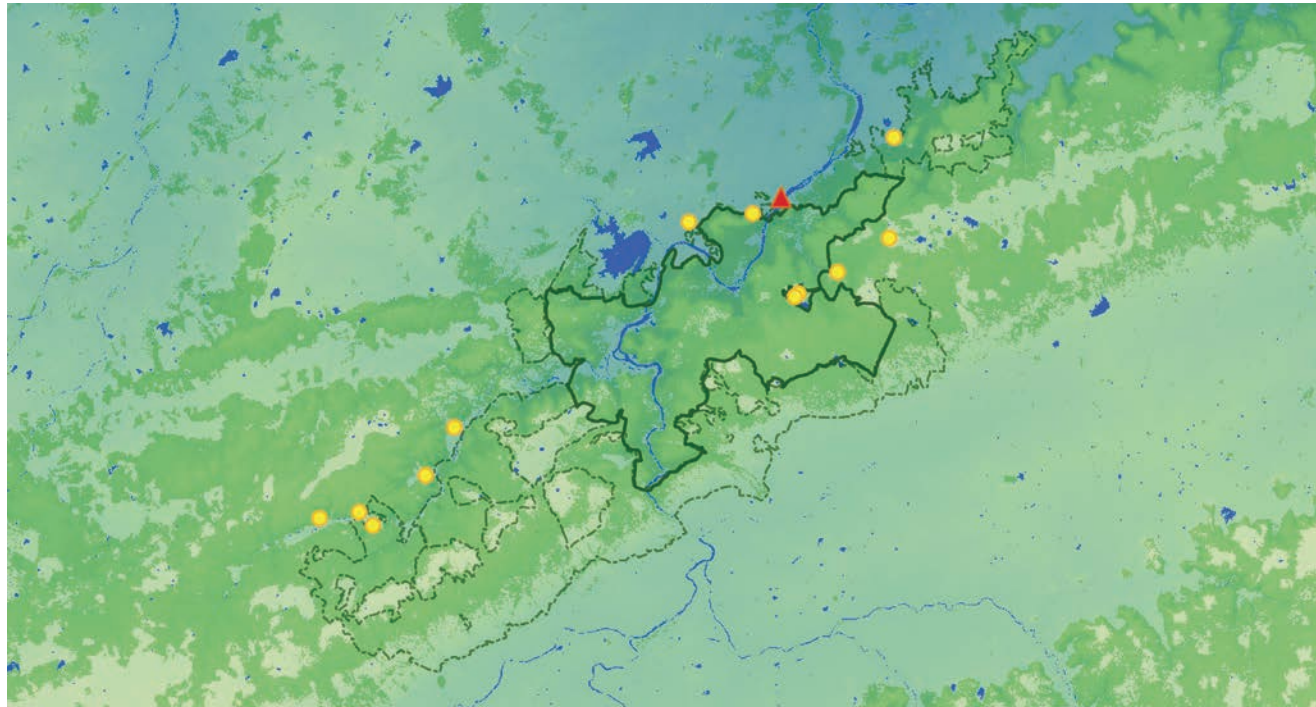
Our ambition is to create an inclusive conservation model that compliments India's Protected Area system; one that uses tourism as a conservation tool both to increase biodiversity and forest cover and to catalyse social and economic development of the rural community. Baavan's activities of 2019–20, recorded in this report, represent the first steps of our journey towards this end.

Raghu Chundawat
President

Joanna Van Gruisen
Managing Trustee



Executive Summary



Panna Tiger Reserve: the solid dark green line is the park boundary and its buffer is in green dashed lines. The yellow dots are locations of the schools where Baavan is working; the red triangle is Baavan's headquarters.

2019 saw **Baavan's** activities take off vibrantly in villages around the park as we embarked on a number of entry level activities. Our objectives were to introduce ourselves to the community and to develop an understanding of their local conditions and requirements. We began this journey in a number of ways—most particularly through interaction with officials and children in the schools where upgradation of premises was undertaken and children were introduced to experiential nature education. We feel targetting young schoolgoing kids are the best group for attention, so we have begun working with middle school students—class 6th–8th, 11–14yrs—on the periphery of the Tiger Reserve. Identifying immediate needs, such as drinking water issues and health concerns, Baavan began to earn the trust of adults through repair of water pumps and through running a number of eyecamps at which many hundreds of people were able to have their eyes tested and receive spectacles when necessary. In order to design an appropriate road to our objective in this area, basic demographic data and information on economic status is needed. We therefore undertook a more formal socio-economic household survey to begin to acquire this knowledge and insight. We also wanted to create a baseline for establishing the wildlife status by conducting a survey, but unfortunately the Covid-19

lockdown forced us indoors and this has had to be postponed.

We were encouraged by being approached by Daly College, Indore who visited twice with groups of 20–30 of their students to help improve the school buildings—reconstruct toilets, paint classroom walls etc—and to help run the eyecamps, bringing optometrists and eyeglasses from Indore. The experience of groups of urban elite children meeting children from rural village farming communities brings benefit to both sides and can help to bridge a growing urban-rural disparity, at least in some awareness and understanding.

Appreciating our interest and expertise, the Panna Tiger Reserve Authorities sought our assistance in developing an eco-tourism plan for an area within the buffer zone. We worked with the Tiger Reserve authorities to create a template for such future development. We coordinated with local communities, Tiger Reserve management, tourism industry and other interest groups and formulated a plan. It has been given a go-ahead and we look forward to it being activated in the coming season. It will be value-added for all guests visiting this area, and will provide valuable lessons for projects elsewhere.

The Covid-19 pandemic has, of course, thwarted many of our plans and truly taken the wind out of **Baavan's** sails—we trust only temporarily! Apart from being unable to visit the field, it also put paid to other plans. **Baavan** and TOFTigers are working together to promote conservation-based tourism models in India—models that could bring economic benefits for communities and spread conservation well beyond the protected area boundaries. We were all set and prepared for an exciting session at the March WILD11 international conference planned in Jaipur and had looked forward to meeting with lawyers, conservationists, scientists, sociologists, foresters and other experts. We had planned to discuss and develop our inclusive conservation strategy ideas with a wider audience, both to hone our ideas, discuss other approaches and to evolve a strategy for enacting and garnering support for such plans from those at the policy level. However in the time of lockdown, we instead organised zoom meetings as a second level replacement for this, so we have been able to at least partially pursue that aspect of the programme.

Baavan is part of the Satpura Landscape Tiger Project (SLTP), a network of similar-minded NGOs in central India. In January we hosted an annual

three-day meeting of this network at The Sarai at Toria with support of the Born Free Foundation. These were inspirational and intellectually productive days of discussion and learning; exchanging ideas and experiences with others working in the same field is both stimulating and motivating. Several joint projects were considered and co-ordinated strategies debated for the future.

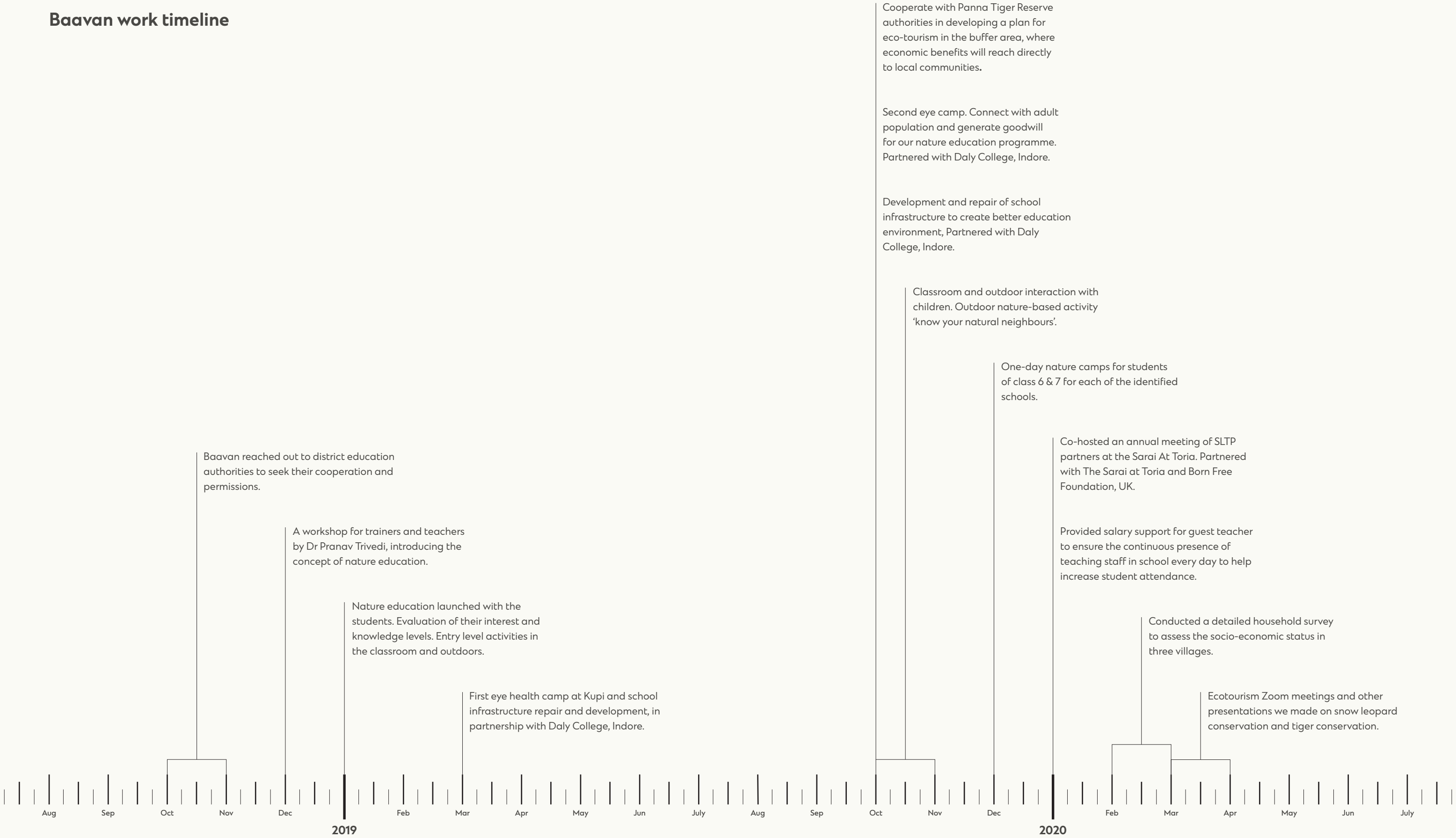
Baavan believes that, developed appropriately, tourism can be a valuable conservation tool and can be used as one route for bringing development and preservation to areas beyond India's protected area system. This was strengthened by the economic evidence obtained from the two surveys that **Baavan** had undertaken in 2017 in collaboration with TOFT (Travel Operators For Tigers), looking at wildlife tourism around 4 tiger reserves of MP and at one reserve in Rajasthan. It was particularly heartening therefore when the travel agent, Periplus responded positively to our request for funding and joined the Born Free Foundation, WWF-India, The Sarai at Toria and Daly College, Indore as a significant supporter of our work. We thank all these organisations for their trust in us and look forward to taking our projects forward with everyone's help.



Baavan staff, Upamanyu Raju and Rahul Ahirwar, with the Sarai at Toria's Piyush and Jaipal, receive in-field training by nature education expert, Dr Pranav Trivedi (second from the right).

A year in Review

Baavan work timeline



Nature Education Programme



Why Nature Camps?

First-hand experience of nature is one of the most important forms of education for young minds. Such exposure leaves a lasting impression and can help establish a lifelong deep relationship between them and the natural world. Our aim was also to generate positive appreciation of their natural neighbours among the young generation. The activities were designed with this in mind and they were devised to bring them closer to nature and to connect with it in fun ways they had not experienced before.

Aiming to create a tiger-friendly neighbourhood for tigers, **Baavan** is working with communities at various levels endeavouring to create an environment where tigers and other wildlife can be accepted and welcomed in their neighbourhood; presently our main focus is on nature education.

Connecting with the younger generation



Our nature education began with a series of activities aimed at exciting the children's interest in animals and the natural world around them. We screened a wildlife film on the faunal diversity of Panna and through showing them photographs of many of the animals and birds found in the park and outside, began both to get an idea of how many they knew and could recognise, and to engender an interest in learning more about these fellow landscape denizens. After this we ran quizzes and painting competitions and found a very enthusiastic response.

अपने प्राकृतिक पड़ोसी को पहचानें Knowing our natural neighbours

After several in-school activities building a relationship with the children and laying a nature knowledge foundation, we organised half day visits into the neighbouring forest. Baavan designed trails for the students to walk with our field team based on the theme 'Know our natural neighbours'. Many of the students visit the forest to collect wood and for various other reasons and our aim with this activity was to discover how much they have learnt from their elders and community about the trees and wildlife in the form of use, stories, folklore, anecdotes etc. So the students led the field team on the trail, and acquainted them with what they knew about their forest and its inhabitants. This was to help us prepare activities for more detailed one-day camps with a better structure where we could provide a different perspective.

At first the children were shy but with encouragement they soon opened up and started leading the trail by themselves. They could identify many common trees with the local names; but only those trees and objects that they collect for their use. Other than these they generally could not name the trees or plants. As anticipated, this indicated that their understanding of the natural world around them was based on resource use. Generally speaking the children's understanding of nature was in terms of its provision of wood and forest produce for human use. They were not really aware of all the animals and birds that also live in the forest and are dependent on the same resources. They were also not aware of the forest services on which their lives depend.

Our focus was to try to inculcate a more biocentric view of the natural world they live in: to encourage them to see that nature does not exist simply to be used or consumed by humans and that its importance and our care of the natural world goes beyond this. Emphasis was on treating all species equally, since there are many species that may be useful for others species, even if we do not know this. Forests and their services are not infinite resources and we must be sensitive to whatever we take away from nature. Students were explained during the entire interaction the importance of trees as micro-ecosystems; how many species, including humans, depend on them for air, shelter, nutrition etc. Through this exercise, students understood there were many plant species that they did not know and how many different animals live

and depend on the wellbeing of individual trees. At the end of the activity, as an exercise to emotionally connect them with the forest, the students hugged big trees and thanked them for their service to the forest, animals and humankind.

The next set of activities were developed to introduce them to tiger forests and help them understand and appreciate the importance of a healthy forest. We planned exercises that would give a first-hand experience through multi-sensory, interactive activities. The idea was also to generate a better understanding about the neighbouring tiger forest and make it an enjoyable exercise for children. After this introductory half day out in the natural surroundings of their village, the next set of activities was planned to be more elaborate and detailed and was for a full day. We believe that repeated interactions with their natural surroundings, along with positive reinforcement about the importance of nature and its role, would encourage a more holistic and biocentric view of the natural world in the students.



Nature Camps in the tiger's home—full day



बाघ के घर में एक सफ़र—A journey inside the tiger's home

A group of students are transported to the jungle – the buffer zone of the Panna Tiger Reserve. A ‘tiger’ appears our educator in a tiger mask) and introduces himself as the guardian of the area. The ‘tiger’ welcomes them to his home and provides them with something edible as a reward for visiting. After this icebreaker, the ‘tiger’ tells his story—he describes his home and the other animals who share his area; he talks of the threats tigers are facing and how happy they are in their protected home—Panna Tiger Reserve. Being happy neighbours, the ‘tiger’ invites all of them on a journey into his home for a day full of fun and learning.

But the ‘tiger’ gives them a challenge: they have to identify the five windows (senses) through which they see and enjoy his home. The students divide into groups and the ‘tiger’ introduces games for them to play through which to understand and experience those ‘windows’:-

The first game is ‘Anekta se Bhara Mera Avaas’—a home full of diversity. Student groups were asked by the tiger to collect ‘twenty different types of leaf’. They were asked to arrange them in a decorative way, select one leaf which they particularly liked and to give it a name. It was explained that they could only collect fallen leaves as the ‘tiger’ told them he did not like anybody plucking, breaking or cutting as it hurts the tree. To impress the tiger, students collected leaves with different colors, shapes, sizes. Students found that like them, the leaves and trees differ distinctly from each other. The exercise helped them observe and realise how very many different kinds of trees there are around. They became aware of the variety of colours, shapes and feel leaves could have.

Next was the ‘Bagh ka Khajana’—a treasure hunt. The ‘tiger’ talked of how his home is full of treasure and he asked the students to explore and find for themselves how rich it is. He handed them a list of 15 qualities or quantities to help them find the treasure. They had to collect a natural item that they felt exemplified each quality.

These qualities were: something beautiful, one thing colourful, a bird's call that they heard (collect by learning it), something sharp, something totally new that they have never seen before, one thing with a rough surface, something that makes a noise, something with a nice odour, something edible, something that is useless to nature, a natural fertiliser, a sketch of any creature they see, 10 of any one thing, 3 different kinds feathers and 5 different types of fruits or seeds.

The ‘tiger’s’ young guests were enthusiastic in their collection of stones, feathers, leaves, insects, fruits, droppings, flowers, fungus, colourful objects and whatever else they could find in the forest. The treasure hunt allowed children to use all their senses to explore the abundance of their natural surroundings. The aim was to show the students that nature is a very large treasure trove and when observed and understood in depth how immense is the teaching it can give us. This acquaintance, leading to familiarity, helped foster a sense of pride and belonging in the students; we aimed also to lead them to feel themselves custodians of these forests.

The last exercise was a ‘Nejdeeki Drastikone’—a closer look. The ‘tiger’ distributed a magnifying glass to each team and suggested that they explore his home very closely and in minute details. The teams were given 20 mins to explore different areas on the trail through the magnifying glass and the children were asked to draw whatever they saw. The aim of the activity was to change the viewpoint of the students and explain that there is also a smaller world that our eyes cannot see easily so is often ignored. Exploring this arouses admiration and respect. The students became particularly immersed with the magnifying glass. They were ecstatic to see so many creatures up-close under the rocks and on tree barks. They examined these in great detail and then poured these new visions into elaborate drawings.

The success of this programme could be seen in the immense excitement and enthusiasm with which all the students participated in the activities the ‘tiger’ suggested. On the trail, the students were very alert to their surroundings and spotted many birds, insects and animal signs. The ‘tiger’ truly managed to bring out the naturalist in them.

The ‘Tiger’ thanked the children visiting him and his home and invited them on a safari inside the Panna Tiger Reserve. The children were thrilled and ecstatic on the safari, especially after the excellent introduction given by the ‘tiger’ himself. For many students this was the first time that they were going on a safari in the Tiger Reserve and the first time they were seeing many different tiger co-inhabitants. The children greatly appreciated the tiger landscape at the Dhundwa Falls and Ken River and some of them enthusiastically drew what they saw. They saw vultures on their nests and amongst the animals they were able to spot bear, leopard, jungle cat and plenty of deer and antelopes. They were very appreciative of the chance to visit the forest and find these animals. They certainly gave the impression that a connection had been developed.

Reaching out to the adult population

Sponsor: **Daly College, Indore**

Co-sponsor: **Born Free Foundation & The Sarai at Toria**

Kupi and Banke—March 2019

Daly College is a co-educational private, residential as well as day, school situated in Indore, Madhya Pradesh. It is also part of an international network of around 200 schools known as Round Square.

The school had reached out to **Baavan** for collaboration and we organised a first camp for the students over a four day period in March 2019. It was an educational experience for both the students and accompanying teachers to spend time in remote villages of rural MP and to see the challenges faced by students there. For the initial days Baavan organised for them to volunteer in repairing the school infrastructure at Banke village. Daly College Students helped to repair and complete the toilet blocks of the compound and repair the mid-day meal kitchen and dining area floor at the school there. They also took on decorating the classrooms, repainting the walls and creating colourful and educational murals on them. The approach road leading to the school was in bad disrepair and a group of students helped to rebuild this also.

Eye Camp-I at Kupi Middle School—March 2019

Having completed work at the school, Baavan held an all-day eye camp at the Kupi school on 17th March. More than 800 people registered for this and had their eyes checked and tested by an optometrist, whom we had hired locally from Chhatarpur town. Over 500 of the villagers required spectacles and all 500 were provided prescription glasses. The entire exercise was sponsored by the Daly College and its students and under the guidance of Dr. Shukla from Daly college, the eye camp was conducted very smoothly.

Eye Camp-II at Tapariyan and Baharpura villages—October 2019

In October Baavan again organised a visit for students of Daly College but this time there were around 60 students not only from Indore but also from other RoundSquare schools: Mody School, Lakshmangarh, The Modern School, New Delhi, All Saint’s college, Nainital, The Hyderabad Public School, Begumpet, Sarala Birla Academy, Bangalore, Vivek High School, Chandigarh.

The camp again began with volunteer work improving the school infrastructure. Baharpura’s boundary wall was repaired and two girl’s toilets were built. Another group of students helped to reconstruct the roof of the school with permanent structures at the Tapariyan village. In both schools the students also painted the walls with educational art.

Two eye camps were conducted on consecutive days in early October: the first in Tapariyan village and the other in Baharpura. Again there was a major turnout and a total of over 1200 people (800+ men and 400+ women) were tested and over 1000 (650+ men and 300+ women) were provided with free spectacles. Optometrists were again hired from Chhatarpur and assisted by the Optician who came with the spectacles from Indore with Daly College.



Eye Camp I	Participants 800	Tests 800	Free spectacles provided 500
Eye Camp II	Participants 1235	Tests 1228	Free spectacles provided 1002

Vision for the future

Jan Sahyog Abhiyan (People's Co-operative Action)

Baavan was invited to join hands with the Panna Tiger Reserve authorities in developing a conceptual framework to create eco-tourism possibilities in Panna Tiger Reserve's neighbouring forest buffer areas.

Baavan will be playing the role of bridge organisation to help bring the Jhinna village community on board and become an active conservation partner with the Panna Tiger Reserve.

The concept

National Parks and Critical Tiger Habitats are areas set-aside exclusively for conservation and the buffer zones have been created to extend the conservation reach beyond their boundaries. To extend conservation reach effectively to the buffer zone and adjoining territorial forests, **Baavan** is working with the Tiger Reserve management and local communities to develop inclusive approaches that can generate goodwill for conservation. **Baavan** is working to develop a cooperative environment and hopes to expand the scope of the sentiment of community participation (जनसमर्थन से बाघ संरक्षण; Jan Samarthan se Bagh Sanrakshan) and build on this compassion for tigers and nature. We at **Baavan** strongly believe that conservation can only be successful and sustainable if local communities are active partners. They will become active partners if economic benefits from conservation are received. A cooperative action,

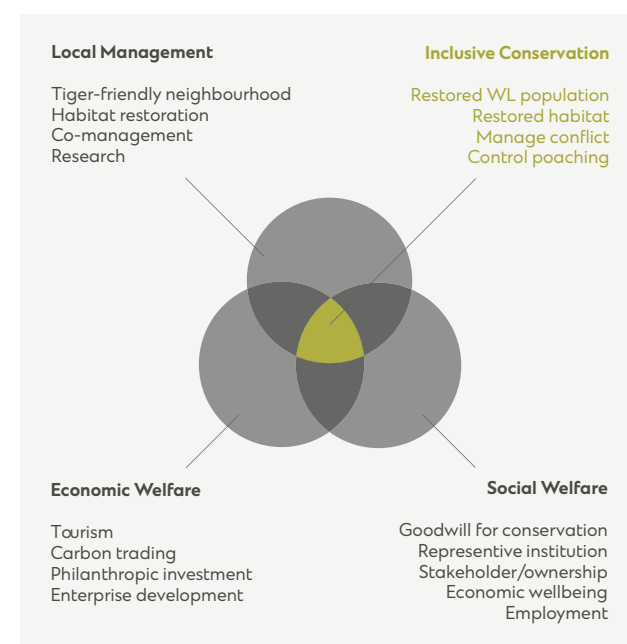
that can empower the local community to take responsibility of their natural resources and help join the Tiger Reserve management in restoring tiger habitat, protecting the area and its wildlife in return for the community receiving financial benefits, is urgently required.

The need

There is a need to create a new wildlife tourism model because current tourism in and around the Tiger Reserve is run the same way as mainstream tourism is conducted at Agra or Khajuraho—visitors select a hotel of choice and buy a permit to see the temple or monuments. For the most part visitors to a tiger reserve do the same for viewing a tiger, because tourism in and around tiger reserves was not designed for wildlife conservation purposes nor promoted as such. To replicate such a model in the buffer areas would not therefore help conservation much. Wildlife tourism has potential to generate financial rewards and incentives for the local communities, which can encourage them to participate in conservation. Therefore, we are proposing a participatory approach for development of tourism in the buffer area—tourism that can bring bigger benefits and is designed to work for wildlife conservation, entirely governed by conservation principles.

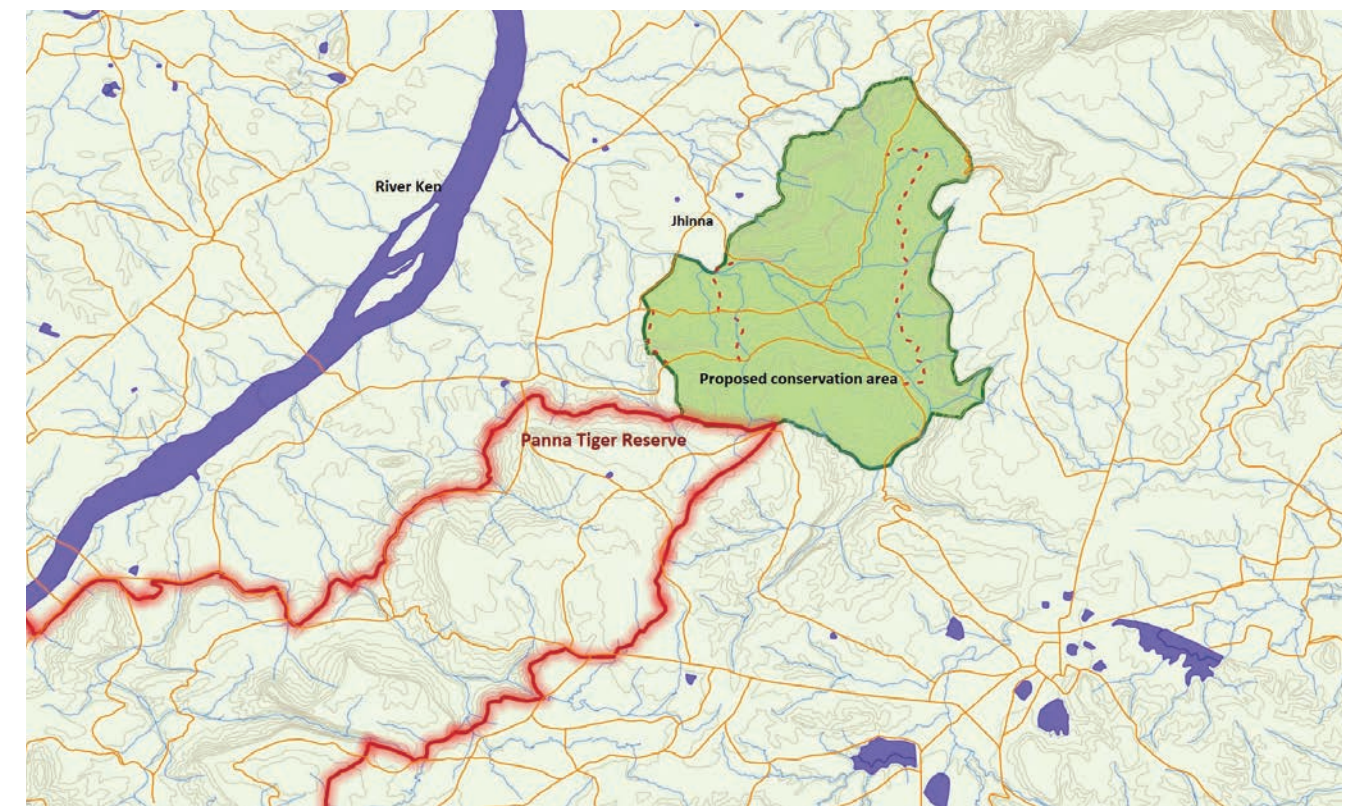
Aims of this concept

1. Encourage local communities to actively participate and take responsibilities in protecting the buffer areas.
2. Create a tiger friendly neighbourhood around Panna Tiger Reserve.
3. Local communities receive direct economic benefits from tourism and other activities and in return will protect and conserve the designated buffer or conservation area.
4. Create a cooperative management structure for protection, conservation, research and tourism.
5. Generate funds from conservation-based economies for the local community to generate employment and social welfare.



Area of Interest

The green shaded area is the designated Jhinna Conservation Area. The wide red line demarcates the Panna Tiger Reserve CTH boundary. The orange lines show existing roads and the red dotted lines are proposed new trails.



Other activities

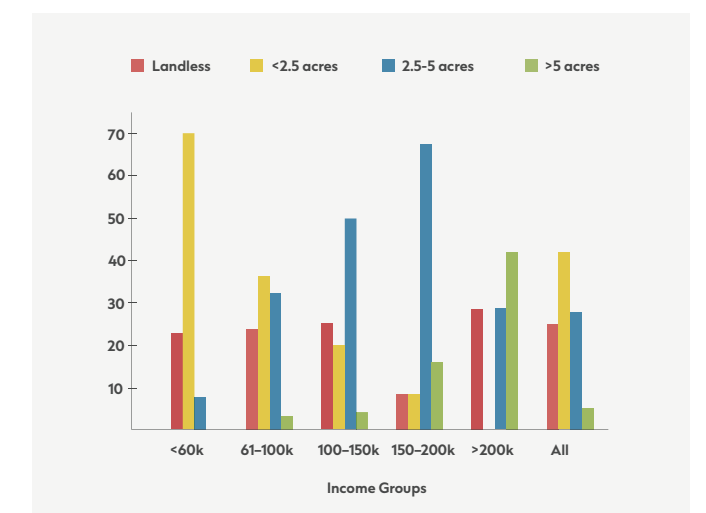
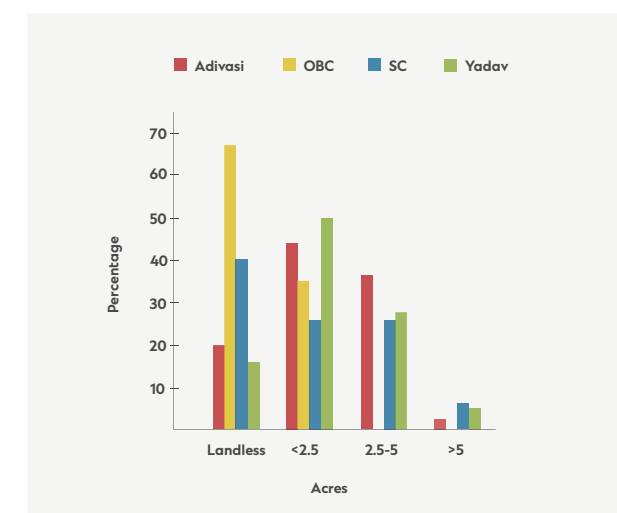
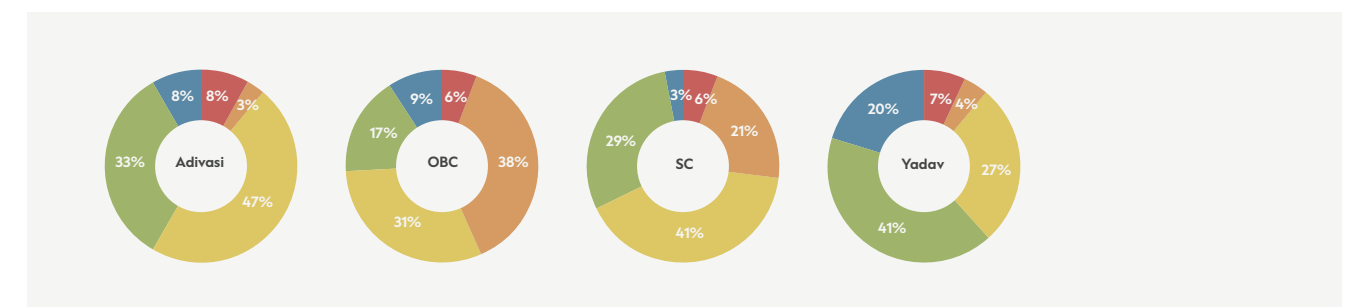
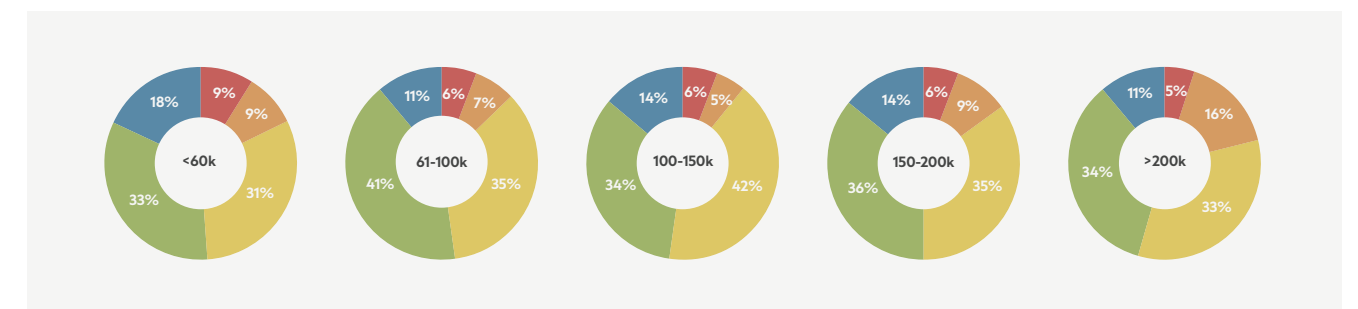
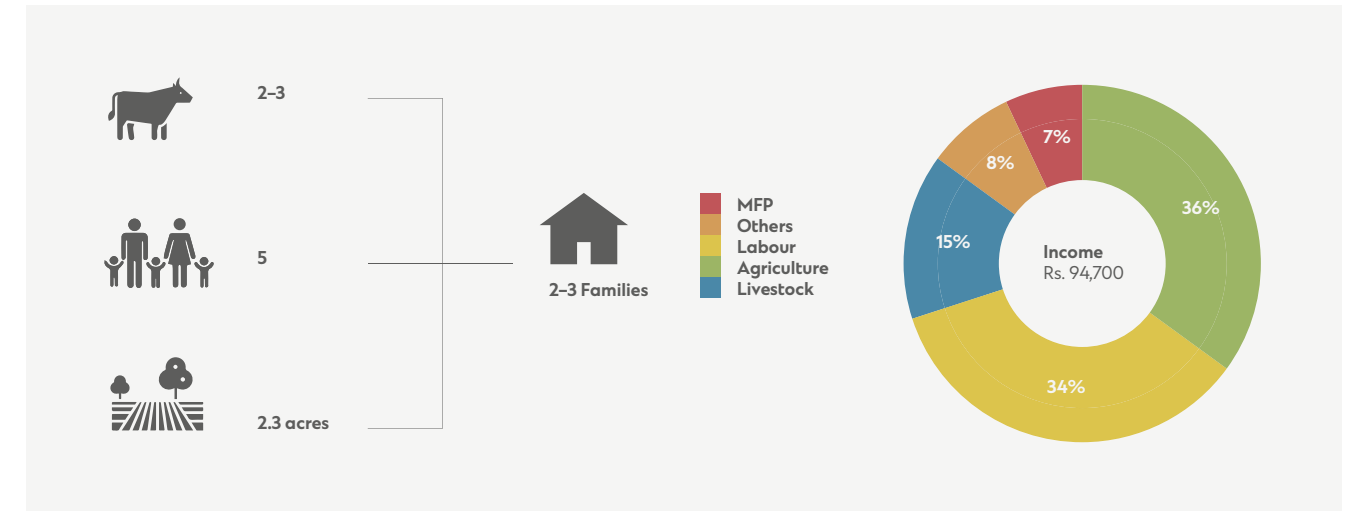


Household door to door Survey

Launching an inclusive conservation initiative that includes fostering tiger-friendly communities in the neighbouring forests of Panna TR, requires an understanding and acquaintanceship of the community. We have done some foundation work in our target area and this will be continued. We need a good knowledge of the community in order to develop a conservation plan with them. With this in mind we conducted a household survey in the four villages identified for our work.

We were lucky that we had started the survey just before the Covid-19 lockdown was announced and were able to cover 95% of the households in Banki, Ghiroli, Kodan and Junwani villages. Each household consists of multiple families but for our survey we took a sample of one family per household and assumed that this would provide a fair representation. We interviewed 146 families from these four villages and this sample covers roughly 95% of all the households. The plan was to cover all the households but the survey was interrupted due to the Covid-19 lockdown so the rest of the households will be interviewed later.

Our conservation focus is to generate economic incentives for communities through a conservation-based economy. This survey is to provide us detailed information on existing incomes and to identify how much comes from the forest and how great is the community's dependence on natural resources. The survey results will help us discuss conservation planning with communities and explore ways to enhance economic welfare while protecting the environment. The survey will also provide a baseline to assess the economy from which in future years we can assess and monitor the impact of community participation in conservation-based economies. We will be looking at REDD+ and tourism as the major economic drivers.



The Panna tiger population has seen several ups and downs. These fluctuations are mainly due to the tiger population here being small and not viable on its own. The Panna Tiger Reserve authorities have done commendable work in restoring the tiger population, but their conservation reach is limited to within the PA boundary. Baavan aims to complement this by extending conservation beyond the boundary of the tiger reserve to help fill the gap that exists in our conservation planning of the landscape.



Other activities



SLTP meeting

Baavan is also a member Satpura Landscape Tiger Project, a coalition of several conservation partners working in the central Indian landscape. In January 2020, **Baavan** with support from the Sarai at Toria and Bornfree Foundation hosted the SLTP annual meet.

TOFT Zoom meeting

Baavan in collaboration with TOFT-UK, Sanctuary Asia Foundation and Oxford Brookes University-UK, organised a zoom based seminar to discuss how conservation reach can be extended to forests outside PAs. A concept note prepared by **Baavan** titled “Conservation outside Protected Areas: Exploring new conservation models” was circulated to all the participants for discussion. This note was developed for the roundtable discussion for the WILD11 conference, which was postponed due to lockdown. Since there were a large number of participants, the zoom discussions were conducted over two different sessions. There was unanimous agreement among all the participants that India’s protected area based conservation approach has been very successful in conserving India’s biodiversity but within the limits of

PA boundary. To extend conservation reach beyond the protected areas boundaries India needs inclusive conservation approaches. Conservation tourism is one approach that can engender economic incentives for communities and encourage a participation in conservation and protection of neighbouring forests. The note provides a conceptual framework for developing such a plan. In consultation with communities in two different areas **Baavan** has already begun developing inclusive conservation models—one with Jhinna community with the Panna TR authorities and the other is with the Banke-Ghiroli communities.

Our Support

Many individuals have contributed and helped **Baavan** develop its project both materially and conceptually, and we would like to take this opportunity to express our gratitude to them all. In particular we would like to thank the Madhya Pradesh government and MP Forest Department for permitting and helping us conduct our full-day education nature programme in the park and buffer area. We are highly grateful to Mr. K.S Bhadauria, Field director, Panna Tiger Reserve and his team for their unequivocal support and assistance, especially Udaymani Singh Parihar and Amar Singh and also Ashok Das, Hinauta Camp Manager. We also wish to thank Ravi Singh, from WWF-India, Claudio Sillero, Nikki Tag, Liz Greengrass and Tony Renton from Born Free Foundation for believing in us and providing funds and support for our education project. We are also very grateful to Mr Ravi Kumar, Director of Periplus Travel for supporting **Baavan’s** conservation endeavours through their donation to the nature education programme. We would like to see all wings of the tourism industry supporting conservation, so especially appreciate their trailblazing support. We also really value the interest and contribution of the teachers and students of Daly College Indore, Mody School, Lakshmangarh, Modern School, New Delhi, All Saint’s college, Nainital, Hyderabad Public School, Begumpet, Sarala Birla Academy, Bangalore and the Vivek High School, Chandigarh and thank them for supporting and expanding our project. We deeply respect the vision of Dr. Neeraj Bedhotiya and Dr. Yogeshwar Shukla from Daly College, Indore for initiating the collaboration and finding concrete ways to support our work with their sponsorship of eye camps and assistance in repair and building of better infrastructure for the schools. We also thank Julian Mathews from TOFT and Stewart Thompson from Oxford Brookes University for helping **Baavan** promote our shared vision for conservation tourism in India. The Sarai at Toria provided support needed in terms of finances and logistical support in hosting people, providing vehicles and personnel. We also thank the staff of the Sarai at Toria for their participation and for lending a helping hand whenever required—thanks especially to Piyush Richhariya, Jaipal Singh and Davendra Pratap Rai. **Baavan** was most fortunate to be able to enlist the nature education expertise of Dr Pranav Trivedi and we are most grateful for all his work and inspiration.

Last, but not least, we acknowledge the dedication and enthusiastic work of our **Baavan** team—Upamanyu Raju and Rahul Ahirwar.

Conservation partners that have supported Baavan’s activities in 2019-20





The Baavan (Bagh Aap Aur Van) trust was set up, as its name suggests, to further the interests of wildlife, forests and people. The emphasis is on scientific research that can enhance understanding of India's flora and fauna and on promoting wildlife conservation in association with the communities living in and around protected areas. The trust was named after a key tigress that lived in Panna National Park in the 1990s and early 2000s, so-called for the markings above her eyes that could be read as '5' and '2' (see cover image).

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